

New Jersey Race to the Top Information Packet

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- Expectations from U.S. Department of Education on Turning Around Struggling Schools

SUBMITTING THE MOU TO THE NJ DOE

PROCESS TO SUBMIT THE MOU

1. **Review the documentation you received today on the four assurances.**
2. **Coordinate signatures among Superintendent, President of the Local School Board and Local Teacher's Union to obtain their sign off on the MOU**
3. **Fax the signed MOU and Exhibit I (with Superintendent's signature) to (609) 543-2522 by close of business January 14, 2010.**
4. **Please mail the hard copy for receipt by January 19, 2010.**

QUESTIONS, TIMELINES, AND LOGISTICS

When are signed MOUs due?

No later than close of business on Thursday, January 14, 2010.

How should I submit the signed MOU?

Please fax to the attention of: Willa Spicer. Fax it to (609) 543-2522 to meet the January 14 deadline, and mail the original for receipt by January 19 for counter signature (the due date for us to file our application).

Do I need to return all pages of the MOU?

No. We only need you to return the actual signed MOU itself and Exhibit 1 (which you received today).

Where can I find electronic copies of the MOU and Exhibit 1?

Both will be available on the NJDOE ARRA website. <http://www.state.nj.us/education/arra/>
Additional information regarding New Jersey's Race to the Top proposal will also be made available at this link as well.

Which signatures are required?

A signature is required from an authorized LEA representative. However, the Race to the Top guidelines encourage LEAs to demonstrate the support of their leadership by obtaining signatures from as many as possible of the following: the LEA superintendent (or equivalent); the president of the local school board (or equivalent, if applicable); and the local teachers' union leader.

- In unionized New Jersey charter schools: the charter school leader, the teachers' union leader, and the chair of the board of trustees
- In other New Jersey charter schools: the charter school leader and the chair of the board of trustees

What initiatives is the NJDOE supporting under Race to the Top?

NJDOE is supporting the following initiatives:

1. Developing outstanding teachers and leaders
2. Advancing standards and assessment
3. Expanding access to high quality early learning programs

4. Providing supports to low-achieving schools
5. Enhancing data systems to support instruction
6. Increasing student enrollment in higher-level STEM coursework
7. Expanding secondary reform efforts for at-risk students

How can I share this information with officials in my district?

Two webinars will be offered in the next seven days. The first is scheduled for Friday, January 8 at 9:00 a.m. The second is scheduled for Monday, January 11 at 3:00 p.m. We will be emailing call in information and relevant links after the January 5 meeting. Please use these opportunities to share information within your district.

Who is the “authorized state official” listed on Exhibit I?

The commissioner. LEAs should submit an original with just the LEA-level signatures; The New Jersey Department of Education will complete the state signature and return a copy to you.

What should I do if my school board will not be meeting again before January 14?

Your school local school board chair must call a meeting with a quorum of the board to discuss the MOU and determine the board decision. If necessary, the local school board may call a special session via conference call. If the school board then decides not to participate, please notify us immediately.

What happens if we sign the MOU and attempt to plan and/or implement these reforms and find that they won’t work in our LEA?

We expect LEAs to put in a good faith effort to implement the initiatives they agree to in the MOU, but we recognize that in some cases, circumstances may leave some LEAs unable to fulfill their commitment. We will work with you to try to resolve any issues that may come up in your LEA around planning and implementation. However, if they simply cannot be resolved, you have the option to drop out of Race to the Top participation without penalty at any time during the four-year grant period, returning unspent funds to us consistent with federal guidelines. We hope and intend that this will be a rare event.

When will we hear more?

If New Jersey wins in Phase 1, we will be notified in April. LEAs would then have 90 days to submit grant applications specifying how they will spend their RTTT funds to support New Jersey’s plan.

The Final Scope of Work, due in summer 2010 if New Jersey is awarded, must establish a timeline for the various elements that takes into account a reasonable time for planning, implementation, and evaluation. A percentage of the grant award may be used for planning purposes during the first year.

If we are funded in Phase 2, both notification and grant applications will happen later.

How will we be able to do what is best for our district under such a specific grant?

While many elements of the federal grant requirements are very specific, we are confident ample latitude remains to ensure districts throughout the state can determine how, when, and where the elements of the grant can and will be applied.

Where is the rest of the money going?

Fifty percent of New Jersey's potential grant award is budgeted at the state's discretion to support the work described earlier, but a significant amount of it will flow to districts for implementation of statewide activities as outlined through continued collaboration with statewide education stakeholders.

The state cannot use these federal funds to supplant non-Federal funds, and must guarantee the sustainability of the state's fifty percent of the award.

I have more questions.

Please email NJRTTQuestions@does.state.nj.us and check <http://www.state.nj.us/education/arra/> if you have any additional questions. We will continue to update our Department *Frequently Asked Questions* documents and provide these updates to you via the link above. We look forward to working with you and hearing from you over the next few weeks.

DRAFT New Jersey Participating LEA Memorandum of Understanding

This Memorandum of Understanding ("MOU") is entered into by and between New Jersey ("State") and _____ ("Participating LEA"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

I. SCOPE OF WORK

Exhibit I, the Preliminary Scope of Work, indicates which portions of the State's proposed reform plans ("State Plan") the Participating LEA is agreeing to implement. (Note that, in order to participate, the LEA must agree to implement all or significant portions of the State Plan.)

II. PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State's Race to the Top application, the Participating LEA subgrantee will:

- 1) Implement the LEA plan as identified in Exhibits I and II of this agreement;
- 2) Actively participate in all relevant convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education ("ED");
- 3) Post to any website specified by the State or ED, in a timely manner, all non-proprietary products and lessons learned or developed using funds associated with the Race to the Top grant;
- 4) Participate, as requested, in any evaluations of this grant conducted by the State or ED;
- 5) Be responsive to State or ED requests for information including those regarding the status of the project, project implementation, outcomes, and any problems anticipated or encountered;
- 6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project, (b) potential dissemination of resulting non-proprietary products and lessons learned, (c) plans for subsequent years of the Race to the Top grant period, and (d) other matters related to the Race to the Top grant and associated plans.

B. STATE RESPONSIBILITIES

In assisting Participating LEAs in implementing their tasks and activities described in the State's Race to the Top application, the State grantee will:

- 1) Work collaboratively with and support the Participating LEA in carrying out the LEA Plan as identified in Exhibits I and II of this agreement;
- 2) Timely distribute the LEA's portion of Race to the Top grant funds during the course of the project period and in accordance with the LEA Plan identified in Exhibit II and all applicable laws or regulations;

- 3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products; and
- 4) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The State and the Participating LEA will each appoint a key contact person for the Race to the Top grant.
- 2) These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.
- 3) State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
- 4) State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.

D. STATE RECOURSE FOR LEA NON-PERFORMANCE

If the State determines that the LEA is not meeting its goals, timelines, budget, or annual targets, or is not fulfilling other applicable requirements, the State grantee will take appropriate enforcement action, which could include a collaborative process between the State and the LEA or any of the enforcement measures that are detailed in 34 CFR section 80.43, including putting the LEA on reimbursement payment status, temporarily withholding funds, or disallowing costs.

III. ASSURANCES

The Participating LEA hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Is familiar with the State's Race to the Top grant application and is supportive of and committed to working on all or significant portions of the State Plan;
- 3) Agrees to be a Participating LEA as defined in the application and will implement those portions of the State Plan indicated in the State Plan, if the State application is funded,
- 4) Will provide a Final Scope of Work to be attached to this MOU as Exhibit II only if the State's application is funded; will do so in a timely fashion but no later than 90 days after a grant is awarded; and will describe in Exhibit II the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the State Plan; and
- 5) Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with ED.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon written mutual agreement of the parties, whichever occurs first.

VI. SIGNATURES

LEA Superintendent (or equivalent authorized signatory) - required:

Signature/Date

Print Name/Title

President of Local School Board (or equivalent authorized signatory) - required:

Signature/Date

Print Name/Title

Local Teachers' Union Leader (or equivalent authorized signatory) - required:

Signature/Date

Print Name/Title

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Participating LEA.

Signature/Date

Print Name/Title

A.

EXHIBIT I – PRELIMINARY SCOPE OF WORK

LEA hereby agrees to participate in implementing the State Plan in each of the areas identified below.

Elements of State Reform Plans	LEA Participation (Y/N)	Comments from LEA (optional)
B. Standards and Assessments		
(B)(3) Supporting the transition to enhanced standards and high-quality assessments		
C. Data Systems to Support Instruction		
(C)(3) Using data to improve instruction:		
(i) Use of local instructional improvement systems		
(ii) Professional development on use of data		
(iii) Availability and accessibility of data to researchers		
D. Great Teachers and Leaders		
(D)(2) Improving teacher and principal effectiveness based on performance:		
(i) Measure student growth		
(ii) Design and implement evaluation systems		
(iii) Conduct annual evaluations		
(iv)(a) Use evaluations to inform professional development		
(iv)(b) Use evaluations to inform compensation, promotion, and retention		
(iv)(c) Use evaluations to inform tenure and/or full certification		
(iv)(d) Use evaluations to inform removal		
(D)(3) Ensuring equitable distribution of effective teachers and principals:		
(i) High-poverty and/or high-minority schools		
(ii) Hard-to-staff subjects and specialty areas		
(D)(5) Providing effective support to teachers and principals:		
(i) Quality professional development		
(ii) Measure effectiveness of professional development		
E. Turning Around the Lowest-Achieving Schools		
(E)(2) Turning around the lowest-achieving schools		

For the Participating LEA

For the State

Authorized LEA Signature/Date

Authorized State Signature/Date

Print Name/Title

Print Name/Title

STATE AND LEA RESPONSIBILITIES

ASSURANCE: ADVANCE STANDARDS AND ASSESSMENT

New Jersey's accomplishments, including the recent revision of our core curriculum standards in nine content areas, will serve as the foundation for our Race to the Top plan. The current process to review and update the New Jersey Core Curriculum Standards will serve as the catalyst for the alignment of curriculum, instruction, professional development, and assessment systems across the state from early childhood through high school. Building on the work already underway in New Jersey to assist with all aspects of standards implementation, the state will work with local leaders and national experts to create a "curriculum and assessment spine" – an integrated set of formative assessment tools, learning trajectories, and curricular exemplars. The spine will provide clear, concise, and consistent guidance to teachers about pedagogy and expectations for all children. We will surround the "curriculum and assessment spine" with a comprehensive program of in-person and on-line professional development, leverage a unifying technology platform, and provide collaborative time for teachers and school leaders to review and plan instruction based on real-time student data and collectively review student work. Our plan will include:

- **Assessment Practices that Support Instruction:** Building on the formative assessment pilot programs in over 250 New Jersey districts, we will provide educators with a broad array of approaches to assessment, embedded within standards-aligned curriculum, to provide instructionally relevant information for teachers to adapt instruction based on student needs. This balanced approach to assessment will support both assessment for learning *and* assessment of learning that focuses on the critical thinking, creativity, and problem solving skills necessary to master rigorous content standards. A technology system will support the creation and refinement of new formative items by teachers and use of a variety of approaches of assessment to help teachers plan instruction.
- **Evidence-Based Instructional Tools:** We will broadly disseminate suggested texts, tasks, teaching routines, and guidance for teachers with a focus on STEM. If the Common Core State Standards are adopted, the materials will be correlated to those standards, with a transition path from New Jersey's Core Curriculum Content Standards. We will provide new curriculum and instruction tools that specify desired pathways through subject matter to lead to mastery of the standards.

- **Summative Assessment:** If the Common Core Standards are adopted by the State Board, we will participate in a multi-state consortium to develop a summative assessment as part of the RTTT Standards and Assessment competition. By doing so we will leverage an economy of scale with respect to item development and implementation platform.

B. Standards and Assessments (B)(3) Supporting the transition to enhanced standards and high-quality assessments	
State Responsibilities	LEA Responsibilities
<ul style="list-style-type: none"> • Continue our commitment to align state standards with knowledge and skills needed for post-secondary education and the 21st century workplace. • Participate in the Common Core State Standards Initiative to develop high-quality literacy and mathematics standards and evaluate them upon release. • Use the New Jersey Core Curriculum Standards and potentially the Common Core to develop, deploy, and continuously improve a curriculum and assessment spine of exemplar lessons and platform of curriculum-embedded formative assessment and interim assessments, known as the "Instructional Improvement System" (IIS). <ul style="list-style-type: none"> ◦ Disseminate curriculum and instructional tools based on progressions of increasingly sophisticated concepts and knowledge applications for teachers to plan, adapt, and evaluate their own instruction based on student needs. ◦ Continue to scale and expand access to high-quality instructional tools in STEM subjects that assist teachers in modeling classroom practice based on real-world STEM experiences. ◦ Support the integration of standards, curriculum and assessment between early childhood education and K-12 grades within the IIS. ◦ Build on formative assessment pilots to design an instructionally oriented approach to assessment including evidence-based classroom observation protocols, rubrics for assessing student work, and monitoring questions to check for student 	<ul style="list-style-type: none"> • Provide collaborative time for teachers and school leaders to review and plan instruction based on real-time student data and collectively review student work samples. • Partner with NJDOE and national experts to implement and continuously improve the curriculum and assessment spine. • Convene educators from across the LEA to create or modify exemplar lessons aligned to the LEA's own curriculum that embody high-quality pedagogy and challenging academic content. • Support the development and review of new exemplar lessons and associated curriculum-embedded formative assessment items by teachers. • Adopt the state IIS and train teachers and principals on its use. If, instead, a local assessment system is used, integrate it with the IIS to ensure seamless access to formative data to inform instruction. • Create and implement a plan to increase student enrollment in higher-level STEM

B. Standards and Assessments

<p>understanding.</p> <ul style="list-style-type: none">○ Develop and roll out a comprehensive professional development system to support changes to instructional practice necessary to ensure all students graduate ready for college and work.○ Support continuous improvement through teacher collaboration and lesson study.● Facilitate connections with teacher preparation programs to prepare new teachers to use the IIS.● Build on success of high quality early learning programs by supporting the local expansion of programs in high need areas for at-risk students.	<p>course work.</p> <ul style="list-style-type: none">● Expand existing early learning programs to reach high quality standards.● Allocate funds to increase access to high quality early learning programs for at-risk students.
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ASSURANCE: DATA SYSTEMS TO SUPPORT INSTRUCTION

New Jersey will build upon our existing state data systems to enable more powerful use of data and collaboration to enhance insight and action at the classroom, school, district, and state level. We will expand our systems to include or integrate data from special education programs, limited English proficiency programs, early childhood programs, human resources, finance, health, postsecondary, and other relevant areas. We will also support true "instructional improvement" - planning classroom instruction based on formative assessment results. This expanded data set will be managed by a data governance organization to ensure that stakeholders are empowered in the use of data. We will ensure strict security and privacy requirements are met, including compliance with personally identifiable information requirements. Our plan includes the key components of an Instructional Improvement System (IIS) - collaboration, formative assessment, actionable reporting, and targeted instruction - and supplements this with goal-oriented management of the improvement process through performance management tools:

- **Instruction:** The New Jersey 21st Century Standards website to be released in February forms the linchpin of instruction in New Jersey connecting learning tools with a standards-aligned curriculum. Our proposal builds on that with a tool that supports teachers in action planning and targeted instruction. This system enables each teacher to develop personalized learning plans for students, based on summative and formative assessment data, and track the effect of the instructional plan over the course of the school year. The instructional tools will include curricular exemplars, online video support, and other teaching resources.
- **Assessment:** A formative assessment platform and item bank constitute key supports of the standards-aligned curriculum. The tools will allow educators to tailor formative assessments so that they are focused on observed student needs. Educators will be able to share items, assessments and student work relevant to classroom instruction. Allowing flexible collaborative development of instructional tools by teachers encourages the continuous improvement of the curriculum and assessment spine.
- **Reporting:** NJ SMART already provides statewide reporting on student performance. By incorporating a wider range of assessments and other data, focusing reporting to support the practices of the target audience - teachers, principals, administrators, and policy makers- and ensuring that the reports give relevant, actionable data, the results of assessments will be seen in context. These data are presented for individual students, classes, and cohorts, aggregated with historical data for the student population in a goal-oriented or flexible parameterized manner. More sophisticated users will be able to access full ad hoc reporting facilities.
- **Performance Management:** Performance management will offer planning tools to manage goals, measure progress, and direct improvement: (a) at the administrator level, a tool targeted at collaborative school improvement programs offered through the existing State Portal; (b) at the educator level, tools for professional development aligned with the standards-aligned curriculum, building on the

Teacher Certification Database; and (c) at the student level, goal-oriented learning and career plans developed using the Personalized Learning Plan tool already being piloted at several schools.

C. Data Systems to Support Instruction

(c)(3) Using data to improve instruction:

(i) Use of local instructional improvement systems

State Responsibilities	LEA Responsibilities
<ul style="list-style-type: none"> • Develop an Instructional Improvement System (IIS) and make it freely available to all participating LEAs. • In addition to the current Statewide High-Stakes Assessments and Learnia and other formative assessment pilots, develop a Formative Assessment platform to enable more frequent and focused evaluation of student performance and student needs. • Develop and review items in a Shared Item Bank, for formative and interim assessments. Items will be aligned with state standards will provide schools with the tools they need. Teachers will be able to construct assessments focused on their classroom. • Calculate a Student Growth Model for all students and provide web applications to allow growth charts to be reviewed by stakeholders. • Provide a reporting tool with Google-speed user-specific views and dashboards, including goal-oriented reports with subscriptions and alerts. • Provide a standards and content website integrating collaboratively generated content with content such as video exemplar lessons, performance tasks, etc. based on the currently implemented New Jersey 21st Century Standards system. • Provide a standards-aligned Action Planning tool to help teachers target instruction to the needs of the individual student. • Provide a School Performance Management System integrating the existing State Portal with the business intelligence tools to enable alignment of district and 	<ul style="list-style-type: none"> • Ensure adoption and use of the IIS amongst LEA educators and stakeholders. • Integrate additional defined data elements, and enable SIF integration where applicable. • Fund local data integration and training costs costs for the system through RTTT and other funds. • Fund maintenance of any locally implemented customizations through RTTT and other funds. • Extend functionality and data integration to meet local needs where applicable, or fund the extension of functionality. • Align local learning and content management systems with standards where applicable. • Should the LEA make use of another Formative Assessment platform, provide regular updates of data from the platform

C. Data Systems to Support Instruction

<p>school improvement plans. Key performance indicators will be made available through a dashboard, and planning documentation shared in a secure manner.</p> <ul style="list-style-type: none"> • Provide a Professional Development System for targeted professional development based on formative and interim assessment results. Measure the efficacy of PD services by monitoring implementation fidelity and the impact on student performance. This will be used to target instructional content for teachers, classroom support activities, etc. • Deploy Personalized Learning Plan Tools as a part of the High-School Redesign project. These tools will allow guidance counselors, parents, and students to collaboratively develop learning, graduation, and career plans. • Enhance data collection to link the teacher to the student, and expand the range of available data and possible analyses, for example, by incorporating the adjusted-cohort graduation rate. • Provide Student Interchange Format (SIF) integration to simplify integration to the LEA Student Information Systems (SIS) systems, and meet the timeliness constraints of the RTTT definition of "rapid time." As well, provide an improved self-service file upload facility to reduce the burden on LEAs. 	<p>to the IIS. Enter into any required data sharing agreements with the state and vendors to allow for automated transfer.</p>
(ii) Professional development on use of data	
<p>State Responsibilities</p> <ul style="list-style-type: none"> • Provide in-person and on-line professional development on the use of the IIS; and • Operate and support Professional Learning Communities for school leaders, coaches, and professionals. 	<p>LEA Responsibilities</p> <ul style="list-style-type: none"> • Ensure teacher participation in in-person and on-line professional development related to the IIS, including substitute time; and • Participate in on-line professional learning communities.

C. Data Systems to Support Instruction**(iii) Availability and accessibility of data to researchers**

State Responsibilities	LEA Responsibilities
<ul style="list-style-type: none">• Publish clear guidelines on the use and protection of Personally Identifiable Information (PII) consistent with the Family Education Rights and Privacy Act (FERPA).• Publish clear guidelines on the use and protection of other confidential information at all levels.• Identify data elements to be extracted and the reporting schedule.• Publish clear guidelines for the provision of anonymized data to university-based researchers and/or the general public. Create anonymous data sets from IIS data to be used for research purposes.• Create and enter into any required data sharing agreements to support these activities.	<ul style="list-style-type: none">• Follow all state guidelines for the use and protection of PII and other confidential data.• Enter into data sharing arrangements with the department, vendors and researchers to support these activities.

ASSURANCE: DEVELOP OUTSTANDING TEACHERS AND LEADERS

New Jersey has laid the foundation to support and develop a cadre of outstanding teachers and leaders with its efforts, including its Creating 21st Century Schools: The Statewide Systemic Model for Continuous Professional Learning and Growth. We will build upon New Jersey's blended model of professional learning that includes onsite and online opportunities. Our plan includes:

- **Consistent, Transparent Evaluation and Observation:** We will design and implement a comprehensive model of classroom observation and professional evaluation of both principals and teachers in a collaborative manner involving teachers, principals, higher education institutions and other stakeholders. The evaluation model will include multiple evidence-based empirical measures, of which student performance growth will be a significant component. New Jersey will convene a state-level design and review committee to engage teachers, school leaders, and participating districts in the development and selection of performance metrics and of evidence-based classroom observation protocols.
- **Differential Professional Opportunities:** Professional development plans and other professional opportunities will be based on evaluation and performance data in participating LEAs. For additional responsibilities undertaken, commensurate compensation will be provided from state-level RTTT grant funds. We will also create a model to support aggregate analysis of student growth at the building level, and provide performance bonuses for all school-wide personnel.
- **Ensuring Effective Teaching and Equitable Distribution:** Both certification decisions (after a year of provisional teaching) and tenure decisions (after three years of teaching) will be explicitly determined based on the new evaluation results, which will include performance data. We will also promote the equitable distribution of effective teachers and principals by improving the pipeline of high-quality teachers and piloting or scaling programs to fill gaps in high-need districts and hard-to-staff subjects.
- **Instructionally Grounded Professional Development:** We will support teachers and principals with instructionally grounded professional development focused on content that teachers teach with onsite support from early childhood through high school. New Jersey will train and deploy a cadre of highly effective teachers as skilled content-focused instructional coaches to support collective study of lessons, student work and students' formative assessment data. Participating LEAs will modify school schedules to provide common planning time for teachers to collaborate through networks to continuously improve their practice, and receive relevant feedback from master teachers on their actual classroom delivery.

D. Great Teachers and Leaders**(b)(2) Improving teacher and principal effectiveness based on performance:****(i) Measure student growth**

State Responsibilities	LEA Responsibilities
<ul style="list-style-type: none"> Establish technically and educationally sound measures of student growth including: <ul style="list-style-type: none"> Year-to-year student academic growth that will be applied to all students; Develop sound interim assessments to incorporate student intra-year performance; Support school-level aggregation; Account for growth beyond proficiency (as opposed to "growth to standard"); and Use local assessments, methodologies, or measures of student learning to account for student growth in non-tested grades and subjects. 	<ul style="list-style-type: none"> Administer interim assessments to all students in tested grades and subjects. Select and submit for review assessments, measures, or methodologies for attributing or calculating student growth for non-tested grades and subjects. Review the measures of student growth in ways that lead to an increase in student learning.
(ii) Design and implement evaluation systems	
State Responsibilities	LEA Responsibilities
<ul style="list-style-type: none"> Convene a design and review committee of local superintendents, principals, school leaders, teachers, representatives from institutions of higher education along with other stakeholders to develop a rigorous state-level principal evaluation system that: <ul style="list-style-type: none"> Incorporates student growth data on state year-to-year assessments, performance on intra-year interim assessments aligned to LEA curriculum and is aggregated to the school building level (to comprise no less than 40% of the overall evaluation); Requires evidence of high-quality implementation of evidence-based classroom observation protocols, used both formally and formatively; 	<ul style="list-style-type: none"> Participate in the review and comment process of the state-level evaluation design committee. Establish required policy changes (including, if required, modifications to the LEA collective bargaining agreements) to support and use the revised evaluation system. Commit time and experts to train principals on the evaluation system.

NJ DOE Draft RTT detailed LEA scope of work

D. Great Teachers and Leaders

<ul style="list-style-type: none"> ○ Evaluates the quality of professional support and professional development planning provided to teachers based on observations; ○ Aligns with national and New Jersey Professional Standards for Teachers and School Leaders; and ○ Allows for local determination of additional performance metrics, not to exceed 15% of the overall evaluation. <ul style="list-style-type: none"> • Convene a design and review committee of school leaders, teachers, supervisors, representatives from institutions of higher education and other stakeholders to develop a rigorous state-level teacher evaluation system that: <ul style="list-style-type: none"> ○ Incorporates student growth data on state year to year assessments along with performance on intra-year interim assessments, to comprise no less than 40% of the overall evaluation; ○ Requires evidence of high-quality classroom instruction, as measured by evidence-based classroom observation protocols; ○ Incorporates feedback from formative classroom observations and/or peer classroom observations; ○ Aligns with national and New Jersey Professional Standards for Teachers and School Leaders; and ○ Allows for local determination of additional performance metrics, not to exceed 15% of the total criteria weight. 	
(iii) Conduct annual evaluations	
State Responsibilities <ul style="list-style-type: none"> • Working in collaboration with the stakeholder design committee and national experts, establish criteria for annual evaluations that include: <ul style="list-style-type: none"> ○ Selection of a classroom observation protocol that has empirical evidence of reliability and validity to support the evaluation process; ○ At least 3 formal observations per year with provisional and untenured 	LEA Responsibilities <ul style="list-style-type: none"> • Commit principal, coach, and teacher time to training on and the implementation of the revised state-level evaluation system and classroom observation protocols. • Establish and implement clear evaluation

D. Great Teachers and Leaders

<p>teachers; 1 formal observation per year will be used with tenured teachers; and</p> <ul style="list-style-type: none"> ○ Interim observations to be used formatively in planning and monitoring professional development. ● Provide professional development to principals and coaches on the implementation of both the revised state-level evaluation system and the classroom observation protocols. ● Partner with institutions of higher education and alternative certification programs to educate incoming teachers on the multiple measures involved with the state-level evaluation system. ● Design and deploy training for highly effective experienced principals to act as mentor and evaluators for their peers. 	<p>criteria for decisions related to transition from provisional to standard teacher certification (at the end of the first year of teaching) and from untenured to tenured teacher (at the end of the third year of teaching).</p>
(iv)(a) Use evaluations to inform professional development	
<p>State Responsibilities</p> <ul style="list-style-type: none"> ● Comprehensively review LEA evaluation results to target and design professional development programs to meet school leader and teacher needs. ● Provide professional development plan management software as part of the Instructional Improvement System (IIS). ● Provide training and support on the use of the professional development plan management software. 	<p>LEA Responsibilities</p> <ul style="list-style-type: none"> ● Principals, in collaboration with content-focused instructional coaches, will be responsible for using each teacher's evaluation data, including student growth, formal observations, and formative observations, to establish personal professional development plans for that teacher. ● Each principal will work with a mentor, an experienced principal who has completed a state-approved training program, to establish personal professional development plans based on evaluation data, including student growth, and teacher professional development needs.

D. Great Teachers and Leaders

	<ul style="list-style-type: none"> Use the statewide professional development system to monitor implementation fidelity, ensure high-quality services are delivered to meet teacher and student needs, and reflective of New Jersey's standards regarding professional development.
(iv)(b) Use evaluations to inform compensation, promotion, and retention	
State Responsibilities	LEA Responsibilities
<ul style="list-style-type: none"> Create guidelines for evaluation criteria that qualify teachers for additional responsibilities and associated stipends or additional pay. Develop rigorous and transparent criteria for a <i>school-wide</i> bonus for principals and teachers in schools that exceed school-level growth expectations. Provide funding to support stipends and additional compensation for highly effective teachers taking on additional responsibilities. 	<ul style="list-style-type: none"> Consider evaluation data when providing opportunities for teachers to take on additional responsibilities. Additional responsibilities will be aimed at improving the practice of all teachers in the school, district, or state, and will include commensurate compensation in the form of stipends or pay increases. Specific responsibilities could include: <ul style="list-style-type: none"> Becoming an instructional coach to a team of teachers; Leading one or more professional learning communities; Mentoring one or more new teachers; Training a student teacher; Scoring of constructed response assessment items; and Conducting reviews of LEA or school curriculum.

D. Great Teachers and Leaders

(iv)(c) Use evaluation to inform tenure and/or full certification	
State Responsibilities	LEA Responsibilities
<ul style="list-style-type: none"> Create guidelines for evaluation criteria for qualification of teachers for promotion from provisional status and attainment of tenure. 	<ul style="list-style-type: none"> Establish specific criteria for promotion of teachers from "provisional" status to standard certification status that take into account the multiple measures used in state evaluation. Establish specific criteria for the tenuring of teachers that take into account the multiple measures used in the state evaluation system.
(iv)(d) Use evaluations to inform removal	
State Responsibilities	LEA Responsibilities
<ul style="list-style-type: none"> Convene a state-level design and review committee including members from the state teacher associations to establish streamlined, transparent and fair procedures, consistent with the rigorous evaluation standards, to remove ineffective teachers and principals. 	<ul style="list-style-type: none"> Establish specific criteria, consistent with state guidelines, for the removal of tenured and non-tenured teachers and principals that take into account the multiple measures used in the state evaluation system.
(D)(3) Ensuring Equitable distribution of effective teachers and principals:	
(i) High-poverty and/or high-minority schools	
State Responsibilities	LEA Responsibilities
<ul style="list-style-type: none"> Create a pipeline of high-quality teachers and leaders through alternative and traditional recruiting and preparation programs to fill gaps in the availability of effective teachers. Pilot and scale successful programs to serve high need urban school districts. 	<ul style="list-style-type: none"> Gather and maintain data on vacancies, recruitment, selection, staffing, and educator effectiveness. Monitor alignment between effectiveness data and district actions such as tenure decisions, retention, and professional development.

D. Great Teachers and Leaders

(ii) Hard-to-staff subjects and specialty areas	
State Responsibilities	LEA Responsibilities
<ul style="list-style-type: none"> • Create a pipeline of high-quality teachers and leaders through alternative and traditional recruiting and preparation partners to fill gaps in the availability of effective teachers. • Pilot and scale successful programs fill gaps in hard-to-staff subjects, such as the Progressive Science Initiative. 	<ul style="list-style-type: none"> • Gather and maintain data on vacancies, recruitment, selection, staffing, and educator effectiveness. • Monitor alignment between effectiveness data and district actions such as tenure decisions, retention, and professional development. • Recruit and select teachers from preparation and certification programs, including alternative certification programs that have proven to be effective.
(D)(5) Providing effective support to teachers and principals:	
(i) Quality professional development	
State Responsibilities	LEA Responsibilities
<ul style="list-style-type: none"> • Train and deploy a cadre of highly effective teachers as skilled content-focused instructional coaches to support the collective study of lessons, student work, and students' formative assessment data. • Build on New Jersey's professional development systems to design and implement a blended professional development system that couples face-to-face professional development lead by content-focused instructional coaches with asynchronous and virtual learning environments. • By means of virtual and face-to-face environments, provide support for principals and teachers to learn from master teachers through real-time video, engage in a collaborative analysis of an exemplar unit's pedagogy and content. 	<ul style="list-style-type: none"> • Modify school schedules to provide common planning time by grade level or subject area for lesson study, collective review of student work, and review of students' formative assessment data. • Design and support professional learning communities focused on disciplinary content and charged with studying, applying, and reflecting on the implementation of content tools, lesson observations, and student work.

D. Great Teachers and Leaders

<ul style="list-style-type: none"> • Provide substantive content-focused professional development tools and resources for school leaders and teachers on evidence-based pedagogical routines that have been demonstrated to have a large effect on student achievement. 	<ul style="list-style-type: none"> • Evaluate professional development based on student results and changes in classroom, school or leadership practices. • Create environments in which teachers and school leaders use instructionally relevant information to scaffold their instruction to support their students and select high-quality and effective instructional tools and approaches.
(ii) Measure effectiveness of professional development	
State Responsibilities	LEA Responsibilities
<ul style="list-style-type: none"> • Provide state level systems to track professional development offerings for teachers and principals, the fidelity of participation and evaluations of services. • In collaboration with districts, teachers, and national leaders, design transparent evaluations of professional services, such professional learning communities, which will measure the effectiveness of such programs on increasing student achievement and changing classroom practice. 	<ul style="list-style-type: none"> • Track professional development in which teachers and principals are engaged, evaluations of the services provided, and impact on student achievement and classroom observation results. • Use effectiveness information to improve and scale professional development programs proven to be successful in meeting teacher and school leader needs.

ASSURANCE: TURNING AROUND THE LOWEST ACHIEVING SCHOOLS

Building on the solid work New Jersey has accomplished to date, we will continue to support LEA work in turning around the lowest achieving schools. We have identified the lowest-achieving schools based on standardized assessment data for all schools and persistence rates for high schools. An LEA may choose to implement any of the four intervention models supported by the U.S. Department of Education in a manner that is consistent with state law. Our plan includes:

- **Rigorous Expectations:** If a persistently low-performing school selects either transformation or turnaround, it will have up to three years in which to demonstrate measurable progress in academic achievement and graduation rates. In the absence of sufficient progress, the school will be closed, reconstituted by the district, or restarted by an authorized charter school provider. These schools under new management will be required to serve up to 95% of the number of students enrolled in the closed school.
- **Planning Supports:** Where the district chooses to pursue transformation or turnaround, the state will facilitate the creation of an intervention team that includes outside experts and district personnel. The team will review recent analyses of root causes or conduct a new root cause analysis. It will also evaluate the school's climate and based on the results and analysis will identify its needs in order to establish a school climate that is safe and responsive which develops and promotes student engagement, student achievement, risk prevention, and personal behavioral dispositions such as resilience and perseverance. The intervention team will recommend specific actions and programs to be implemented or eliminated to effect the greatest positive change in the shortest period of time.
- **Intensive Interventions:** Persistently low performing schools will institute comprehensive and substantive evidence-based reform designed to dramatically accelerate student achievement. A Chief Turnaround Officer will be assigned to serve as an instructional leader and administrative advisor to the school leader and teachers and will be charged with monitoring school progress on measurable benchmarks to improve both the school's learning environment and academic achievement. State required and supported interventions will include a complete curriculum review with prescribed evidence based and tested exemplar units to fill any gaps, additional structured instructional time in the form of a longer school day and year coupled with additional compensation for teachers, and build on the community engagement strategies recommended by The New Jersey High School Graduation Campaign report that recognizes struggling schools are part of struggling communities.

E. Turning Around Struggling Schools

(E)(2) Turning around the lowest-achieving schools

State Responsibilities	LEA Responsibilities
<ul style="list-style-type: none"> • Develop clear guidance for LEAs to select appropriate intervention models outlined in the Race to the Top Guidance (restart, closure, transformation, turnaround) that address the schools' root causes of low performance and take into account the LEA's capacity to implement and monitor reforms. • Create a process and supervise comprehensive and substantive interventions to dramatically accelerate student achievement in persistently low performing schools including: <ul style="list-style-type: none"> ○ Establish intervention team to analyze recent reviews, conduct new reviews (as required), and analyze school climate. ○ Review of alignment of school curriculum to state content standards to implement evidence-based exemplar lesson to fill identified gaps ○ Provide professional development curriculum to support the use of the Curriculum and Assessment Spine. ○ Work with LEAs to assign Chief Turnaround Officers to oversee the intervention of 3-5 schools and to serve as an administrative advisor to the principals. ○ Monitor increased learning time of 20% with 15% for students and 5% for additional professional development ○ Supporting additional compensation for teachers based on lengthening the school day and/or year. • Support the fidelity of implementation for the schools that choose transformation or turnaround models by: <ul style="list-style-type: none"> ○ Encouraging the use of funds from multiple state and federal sources to sustain the reform. ○ Supporting increased access to higher level STEM subjects and content-focused professional development. ○ Working with experts to establish a set of incremental, measureable 	<ul style="list-style-type: none"> • Select an intervention model for each of the persistently low-performing schools identified by the state that takes into account the root causes of low performance and LEA capacity. • Promote the use of data and resources to continually improve and streamline school interventions. • Implement community and family engagement programs. • Implement 20% extended learning time according to state guidelines. • Negotiate additional compensation for teachers in persistently low achieving schools for implementing extended learning time. • Participate in selection of a Chief Turnaround Officer and work with him/her to: <ul style="list-style-type: none"> ○ Coordinate with district leadership and state teams to monitor school progress against measurable benchmarks; and ○ Monitor personalized professional development plans. • Allocate funds to expand access to high quality pre-kindergarten programs for economically disadvantaged students who

E. Turning Around Struggling Schools

<ul style="list-style-type: none"> benchmarks to track school improvement. <ul style="list-style-type: none"> Monitoring the school's progress on measurable benchmarks including school climate and student academic achievement. Developing rigorous and transparent criteria for schools to demonstrate sufficient progress to continue their reform efforts. Setting a deadline for school closure in the absence of sufficient progress. Create a School Renewal Zone that joins the persistently low performing schools in a collaborative work-groups within and across districts to: <ul style="list-style-type: none"> Support the engagement of community and local government in school improvement efforts; Design systems that allow schools access to data across services provided to students attending persistently low-performing schools; Create a Principal's academy to provide targeted professional development for school leaders with a focus on effective turnaround management; Train and deploy Renewal Zone specialists as instructional coaches and subject matter experts on turnarounds; and Expand access for economically disadvantaged students to high quality pre-kindergarten programs. Discontinue ineffective programs to streamline the schools' reform efforts towards the most successful interventions. Support the district efforts to include stakeholders, institutions of higher education, and national experts in selecting, implementing and evaluating reform efforts. Support community engagement in school improvement efforts. 	<ul style="list-style-type: none"> are not already being served. <ul style="list-style-type: none"> Work with state to establish intervention teams that: <ul style="list-style-type: none"> Review the past curriculum and school climate studies and prescribe exemplar units from the IIS to fill gaps; Facilitate collaboration and coordination between extended learning programs and school-day instruction; and Lead community and local government engagement efforts. Launch "theme focused" schools to better serve students interested in specific offering(s). Review available space and provide opportunities for the creation of new charter schools or academies in available facilities. Send most qualified principals to Leadership Academy for advanced training – particularly on school turnarounds.
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Expectations from the U.S. Department of Education on Turnaround Schools

The Race to the Top (RTT) application guidelines require states to describe the initiatives and reforms that will be implemented at the state level, as well as activities to be implemented by participating districts with persistently low-performing schools. Below is an overview of the four school improvement models identified in the U.S. Department of Education's Race to the Top Request for Proposal:

School Intervention Models Described in the Race to the Top Application	
Overview of the required elements ¹	
Turnaround	<ul style="list-style-type: none"> • Replace the principal and at least 50% of the staff • Implement incentives (financial, career) designed to recruit, place and retain high-quality staff and provide high quality professional development to staff • Adopt a new school governance structure • Use student achievement data to inform implementation of a research-based instructional program aligned across grade levels • Use student data to inform and differentiate instruction • Increase learning time • Provide appropriate social and community supports
Restart	<ul style="list-style-type: none"> • Convert or close the school and re-open under a charter school operator, charter management organization, or education management organization (EMO)² • Enroll in the restart school, within the grades it serves, any former student who wishes to attend the school
School Closure	<ul style="list-style-type: none"> • Close the school and enroll the students who attended in higher-performing schools in the LEA
Transformation	<ul style="list-style-type: none"> • Incorporate all of the elements of the Turnaround Model listed above without the requirement of 50% staff turnover • Use rigorous and transparent evaluation system for teachers and principals to identify and reward schools leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates

Under the guidelines of the application from the U.S. Department of Education, New Jersey has developed a plan to address school intervention in persistently low-performing schools. An overview of proposed activities for participating districts is provided in the attached table.

New Jersey recognizes there is no one-size fits all approach to turning around persistently low-performing schools. Our plan provides a streamlined and comprehensive set of interventions designed to address the root causes of a schools low performance. New Jersey's proposal reflects our commitment to a bold and evidence-based approach to raising student achievement, and it is a plan we intend to implement through the School Improvement Grant program under Title I, Part A, Section 1003(g) of the Elementary and Secondary Education Act that provides funding to assist schools identified for improvement, corrective action, or restructuring.

¹ Detailed requirements on the School Intervention Models can be found in the application available for download at <http://www.ed.gov/programs/racetothetop/index.html> please refer to Appendix C, page 71.

² Please note that under New Jersey Education Code a for-profit education management company may not operate a public school.